

# CHAPTER I

## INTRODUCTION

### A. Background

Health development as part of efforts to build the whole man, among others, organized through the efforts of child health as early as possible since the child was still in the womb. Health efforts undertaken since the child was still in the womb until the first five years of his life, intended to maintain its viability while improving the quality of life for children in order to achieve optimal growth and development physically, mentally, emotionally and socially as well as having intelligence compound in accordance with their genetic potential (Anonymous, 2010: 1).

Childhood is a golden period in the span of an individual development. At this time, physical growth, intelligence development, children are also a critical period that will determine the outcome of the process of further development of the child (Hariweni, 2003: 3). In the period of child development, children experience the changes that occur in terms of changes in the structure and function of the body is more complex in rough motor skills, fine motor, speech and language as well as socialization and independence Soetjningsih (in Anonymous, 2010: 2).

According to the Minimum Service Standards Central Java province, the coverage rate of early detection of child growth rate of Central Java in 2006 of 53.44%. Coverage figures are lower when compared to the early

detection of the target child growth and development of Central Java province in 2005 i.e. by 65% (health office in Zulaikha, 2010: 17). Of those fears, the child can not experience the development of a good if not supported by a variety of factors, including external factors to the child.

Early childhood is also called the play. At this time, play activities are acts that are serious and even a basic activity in childhood. Play patterns of children at this age are not particularly focused more on toys, but children begin to use movement and more space (Hurlock, 1980: 5). At this time also, the basis on which children have followed in low-grade primary school children are not only taught the skills of intelligence, but children are also taught skills of sports such as gymnastics, games, and marching skills (Joseph, 2004: 12).

The importance of motor development for children over motorist ability provides information that children have an influence on children's cognitive memory as a child. Humans use a lot in his life memories. The ability to remember this is a very important ability, especially in the life of a child. Because of this ability is not only necessary dalam learning to adjust to the environment, but also in the process of thinking, cognitive abilities and other abilities. Every day a lot of things that should be remembered by a child, this proves the importance of memory function in the lives of children. To recall the contents of the story told by parents or teachers at school; remember commands parents to always be polite to older people; recall goods orders mother to grandmother; retell the things that children see in movies or

performances in television; drawing object ever seen; recall words memorized, requiring a good memory, 1ain words, cognitive skills requires a child to have some proper expertise, one of which is a good memory (Anonymous, 2009:1).

According to Ridwan, who fully developed brain has a good memory and strong. But it can only be achieved with regular exercise under the supervision of parents or teachers when in school. In learning, the child finds and discovers what the child wants. That's way we only steer and guide him alone. Children will always remember what she remembered and found (Kusuma, 2011: 1).

According to Piaget's (in Anonymous, 2008: 3-4) children at age 7-8 years, this is phase of cognitive development in the concrete operational phase. In this phase, the child generally easier to remember material that is concrete rather than abstract material. This is because cognitive development is limited to things that are concrete only. A child who received the material by listening to stories, require a more powerful abstraction power to understand the story. While children who read picture story, to understand the content of the story does not need a strong power of abstraction (Anonymous, 2008: 3-4).

*SDN Kedungsari 3 Magelang* is one elementary school in Magelang who have good input. New students are accepted on *SDN Kedungsari 3*, largely derived from Kindergarten favorite in the town of Magelang. They already have the basic rough motor skills and have a good memory. This can be seen from the development of children starting grade one to grade six.

Academic and non academic achievements obtained by the students of *SDN Kedungsari 3* quite encouraging, both in the field of sports, extracurricular, and also subjects. Various achievements could not be separated from the ability of teachers in guiding children capable of learning both rough motor skills and memory of children. Based on above descriptions, researcher interested to conduct research in the *SDN Kedungsari 3* entitled: “Management of Learning Based Rough Motoric & Memory Ability (Study Site in *SDN Kedungsari 3 Magelang*)”.

## **B. Research Focus**

Based on the above background the focus of this research is about “What are Characteristics of management of learning based rough motoric & memory ability in *SDN Kedungsari 3 Magelang*?” The focus is elaborated into two sub focuses as follows.

1. What are characteristics of teachers’ effort in learning to improve rough motoric ability in children *SDN Kedungsari 3 Magelang*?
2. What are characteristics of teachers’ effort in learning to improve memory in children *SDN Kedungsari 3 Magelang*?

## **C. Research Objective**

The purposes of this study are as follows.

1. To describe the characteristics of teachers’ effort in learning to improve rough motoric ability in children *SDN Kedungsari 3 Magelang*.

2. To describe the characteristics of teachers' effort in learning to improve memory in children *SDN Kedungsari 3 Magelang*.

#### **D. Research Benefit**

The results of this study are expected to benefit, namely the benefits of theoretical and practical benefits.

##### 1. Theoretical Benefit

The results of this study are expected to increase the repertoire of science in management science education, particularly the management of rough motor skills-based learning and retention in primary school.

- a. As the study materials in a learning management.
- b. As a reference material for similar studies.

##### 2. Practical Benefit

The results of this study are expected to benefit, especially for students, teachers, and other researchers.

- a. For Students, with the research students have a meaningful learning experience about the increase in rough motor skills and memory.
- b. For teachers, this study can be used as a material consideration in an effort to improve rough motor skills and memory of children.
- c. For other researchers, the results of this study can be used as a reference for further research, especially in terms of how to manage rough motor skills-based learning and memory.

**E. Glossary**

1. Management is the process of cooperation through people or groups to achieve organizational goals that apply to all forms and types of organizations.
2. Learning is a process of interaction between learners and the environment, resulting in behavioral changes towards the better.
3. Rough motor skills are skills that require coordination of most body parts of children.
4. Memory is an ability to store and retrieve back information.